

ASSC Playgroup

Inspection report for early years provision

Unique reference number 124886
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Inspector Denys Rasmussen

Setting address Rear of 118-146 Morland Road, Addiscombe, Croydon,
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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Addiscombe Sports and Social Club Pre-School opened in 1972. It is managed by a committee of ASSC representatives and the daily supervisor. The pre-school operates within the Sports and Social Club which is situated through a walk way at the rear of Morland Road, in Addiscombe, Croydon.

Children have access to one hall, which is used as the main activity room and for physical play. There is an enclosed outdoor play area.

The pre-school is open Monday to Friday between 09:00 and 12:00 during term time only and may care for up to 24 children from 2 years to under 5 years. There are currently 39 children on roll. The pre-school serves families from the local community. Bilingual staff speak Gujarati and Urdu. All of the four members of staff employed work directly with the children each day and all hold an appropriate early years qualification. The pre-school is registered on the Early Years register and the compulsory and voluntary parts of the Childcare registers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school works well with parents, other settings and agencies to ensure that children's individual needs are known to enable them to get the support they need. This means all children make good progress in relation to their starting points and settle well into the stimulating, supportive and caring environment. The staff value and respect all children and their families, successfully promoting children's welfare and learning. Effective self-evaluation ensures areas for improvement are identified and prioritised to enable continuous development of the provision

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase opportunities for children to learn about making healthy choices in relation to food.
- ensure the environment is secure enough in relation to the side access to the garden.
- improve labels to include words from different home languages.

The effectiveness of leadership and management of the early years provision

All the required records are well maintained and the pre-school is well organised with effectively deployed staff. Children are protected because they are cared for by suitably qualified staff who have been appropriately vetted. Staff understand

their responsibilities with regard to protecting children. Risk assessments are routinely completed to promote the children's health and safety. However, the outdoor area is not as secure as it could be, nevertheless staff are vigilant in their supervision of the children which means the risk is minimised. All the required written documentation, including policies and procedures, are comprehensive and reflect the good practice ensuring the management of the provision is safe and efficient.

There are effective self-evaluation systems in place that have enabled the whole staff team to identify their strengths and weaknesses and put improvements in place; this is helped by information from parents, the Local Authority and the Pre-School Learning Alliance. For example, staff had support from a speech therapist to learn how to use signs to improve their skills in communication which has been of benefit to all the children in the pre-school. The pre-school actively promotes equality of opportunity and works with parents and other agencies to support and meet children's individual needs. The pre-school employ staff who can speak more than one language which has helped overcome some barriers to families who do not have English as their home language. The staff's good knowledge of each child's background and individual needs help them to provide an inclusive environment where children feel valued and parents wishes are respected

Parents and children are warmly greeted on arrival and the informative booklet offers relevant information about the pre-school curriculum, the staff and their policies and procedures. The clear communication channels encourage a two-way flow of information such as with daily discussion, Nand the coffee mornings. Parents are very happy with the nursery and commented on the relaxed atmosphere, child led environment and friendly staff where their children settle confidently and progress in their learning and development. They comment that they feel well informed and some choose to keep their child at the pre-school rather than send them to nursery.

The quality and standards of the early years provision and outcomes for children

Children are happy, enthusiastic and eager to play with their friends and participate freely in the good variety of play opportunities on offer. Staff are good role models for the children and deal with minor conflict skilfully in a calm and polite manner, enabling the children to play harmoniously. Children are involved in activities to raise their awareness of their own safety. For example, they talk about road safety, read books and have the road safety person visit the pre-school. Fresh air and exercise are an important part of the children's daily routine, encouraging healthy habits. However, the snacks offered do not always encourage healthy eating. The children are encouraged to adopt good personal hygiene routines such as washing their hands appropriately and their health is well protected through effective policies and procedures.

Observations of each child are used to inform the planning. This incorporates their interests and their needs. The activities are evaluated to ensure the children

enjoyed them and that they met their aims and objectives. Children are happy and relaxed and are able to freely access the outdoors through most of the session. Children learn about the world around them through the good use of props and role play; they listen to their heart with a real stethoscope in the pre-school hospital, buy food in the pre-school greengrocers and grow tomatoes and herbs in the garden. They enjoy digging for bugs in the garden and learn about the life cycle of a butterfly. The children confidently initiate conversation and are encouraged to participate during circle time where they eagerly talk about their families and what they have been doing. The staff use pictorial and sign communication to ensure all children are able to communicate.

Children's language development is well supported through singing, rhyming, conversation, story telling, role play, pictorial and sign language. Bilingual staff are an asset to the pre-school and support children's home language well. Labels are used well in the pre-school for children to recognise words. However, these are presently only in English. Children's independence is encouraged and their self-esteem supported through making choices in their play and everyday routines. They pour their own drinks, tidy up and put on their coats. They learn about size, shape and measure through good practical activities, and experiment in the sand and water trays. They use size language to describe and compare when filling cups with pasta shapes, and sing songs that introduce them to early calculation. Children enjoy their time at the pre-school engaged in worthwhile activities and playing with their friends.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met